2011 Differentiated Instruction Institute:
"Just Right—Right Now"—Across the Spectrum

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Assessment in a Differentiated Classroom

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10 Ways to Differentiate Instruction

	Do I Differentiate using...	Always	Sometimes	Seldom	Never
1.	...assessment data				
	a. interest surveys				
	b. learning style inventories				
	c. brain-compatible indicators				
	d. skill competency checklists				
	e. pre- and post-test results				
2.	...the content level of the material				
	a. different levels of textbooks				
	b. different levels of resource materials				
	c. textbook(s) on audio				
	d. interactive, student-directed instruction				
	e. first person accounts				
3.	...a variety of resources				
	a. peer and volunteer resources				
	b. library books and reference materials				
	c. primary documents				
	d. computers				
	e. use of internet technologies				
4.	...varied instructional delivery systems				
	a. games and simulations				
	b. learning/interest centers				
	c. cooperative learning activities				
	d. individual inquiry and study contracts				
	e. choice of products to demonstrate mastery				
5.	...the duration of learning activities				
	a. division of task into two or more sessions				
	b. "Age, plus/minus 2 minutes" to focus instruction				
	c. re-teaching as needed				
	d. allowing for student choice				
	e. providing enrichment				

	Differentiate	**Always**	**Sometimes**	**Seldom**	**Never**
6.	**...a variety of thinking strategies**				
	a. finding support in text for responses				
	b. modeling "think alouds" when answering				
	c. making text to real-world connections				
	d. responding from many points of view				
	e. interacting at high levels of Bloom's Taxonomy				
7.	**...using student as instructor**				
	a. reciprocal teaching				
	b. questioning the text (or teacher)				
	c. peer-learning groups				
	d. setting performance goals				
	e. student-directed learning experiences				
8.	**... student involvement in planning**				
	a. developing organizational skills				
	b. developing time management strategies				
	c. establishing targets for learning				
	d. developing rubrics for products or performance				
	e. determining ways to demonstrate mastery of content				
9.	**...adjustments in expected outcomes**				
	a. gearing standards to individual abilities				
	b. gearing standards to individual interests				
	c. gearing standards to group norms				
	d. setting criteria for quality of work				
	e. setting criteria for quantity of work				
10.	**...the evaluation process**				
	a. self-evaluation				
	b. portfolio evaluation				
	c. product evaluation				
	d. performance evaluation				
	e. selected response evaluation				

How Am I Doing?

Differentiation Reflection Checklist for Teachers

10 Tiered Instruction Targets	I'm there!	I'm making good progress.	I'm trying to move in that direction.
1. I identify the essential understandings that I want students to know.			
2. If you asked the students in my class, they would be able to tell you the goals of the unit.			
3. I pre-assess my students to determine strengths and needs.			
4. I plan the final assessment **before** designing the instruction.			
5. I use assessment to help determine student groupings.			
6. I arrange my groups flexibly; they may vary daily.			
7. I design interesting and relevant lessons to hook and engage the learner.			
8. I create tasks with difficulty and skill levels that are slightly above students' levels.			
9. I begin by first determining on-level tasks that meet the essential understandings, and then I scaffold up or down appropriately for students.			
10. I adjust the complexity, support, pace, materials, and/or directions to meet the needs of learners.			

Framework of Assessment Approaches and Methods

Selected-Response Format	Constructed-Response Format		
	Brief Constructed Response	**Performance-Based Assessment**	
Multiple-choice	Fill in the blank	Essay	Oral presentation	Oral questioning
True-false	+ word(s)	Research paper	Dance/movement	Observation "kid watching"
Matching	phrase(s)	Story/play	Science lab demonstration	Interview
Enhanced multiple choice	Short answer	Poem	Athletic skills performance	Conference
	+ sentence(s)	Portfolio	Dramatic reading	Process description
	paragraph	*Interactive notebook*	Enactment	"Think aloud"
	Label a diagram	Art exhibit	Debate	Learning log
	"Show your work"	Science project	Musical recital	
	Visual representation	Model	*Technology applications*	
	+ Web	Video/audiotape	Teach-a lesson	
	+ Concept map	Spreadsheet		
	+ Flow chart	Lab report		
	+ Graph/table			
	+ illustration			

Source: Assessing Learning in the Classroom, NEA by Jay McTighe and Stephen Ferrara

Is Your Assessment on Target for Students?
An Assessment Checklist

Directions: Use the indicators below to evaluate the project, paper, product, or test that you are using to measure what students have learned.

Alignment:

Indicator	Yes	No	What Change is Needed?
1. Is the assessment authentic, including real-life connections and big ideas that demonstrate a de depth of understanding?			
2. Does the assessment include specific vocabulary related to the content?			
3. Does the assessment align with the *look fors* or criteria lists that were provided to students?			
4. Does the method of assessing align with the verb, i.e., compare/contrast, analyze, as well as, the level of thinking implied by the standard that is being assessed?			

Thinking Skills:

Indicator	Yes	No	Change Needed?
5. Does the assessment or product students complete reflect a range of complexity in thinking?			
6. Are you asking students to demonstrate a progression of thinking moving from lower level (knowledge, comprehension) to higher levels (analysis, evaluation, synthesis)?			

Appropriate learner "fit":

Indicator	Yes	No	
7. Have students been offered choices?			
8. Are assessments tailored to the strengths and needs of my students?			

Informative:

Indicator	Yes	No	Change Needed?
9. Does the assessment incorporate self-check and feedback?			
10. Does the assessment inform my instruction? In what way(s)?			
11. Are there areas that you could adapt so the assessment is more effective for your students?			

Overall Test Development:

Indicator	Yes	No	Change Needed?
12. Is the assessment or required product a highly effective way to measure attainment of learning goals?			

Student Survey

Dear Students:

I want to get your input about how this class has gone for you during this grading period. I will use your response to help me prepare for the next nine weeks. Please candidly respond to the questions below. You will NOT need to include your name on this survey.

<div align="right">Mrs. London</div>

The best part of class during this nine weeks has been:

The content that I found most interesting is:

The content that I am struggling to understand better is:

If one thing could be changed about this class, I would suggest:

One thing I would like to keep the same is:

Check any that apply:

I would like to have more of the following:

___cooperative group work   ___ self-assessmeent

___choices about who I work with   ___"look fors" that detail what is expect

___opportunities to use technology   ___independent study

___resources other than the textbook   ___partner projects

Please feel free to make additional comments on the back of this page.